



St Bernadette's Catholic Primary School

SEND POLICY

It is the belief of both teachers and governors of St Bernadette's Primary School that we should strive to ensure that all children are able to achieve their individual potential.

Here at St Bernadette's, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We aim to be a learning community where all people including those with disabilities and/or special educational needs can participate as equal citizens. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

Aims and Objectives

We at St Bernadette's believe that if we successfully cater for the demands of a diverse range of individual needs through a clear framework for the implementation of the SEND Code of Practice 2015 (through differentiation, provision, accurate assessment and record keeping) we will be effective in meeting special educational needs whatever they may be. We believe children with SEN and disabilities should be educated and have equal access to the Foundation Stage and the National Curriculum along with their peers. We aim to ensure children with special educational needs and disabilities join in with all the activities of the school.

The specific objectives of our SEND policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities are fully included in all school activities
- to ensure that all learners make the best possible progress
- to ensure that there is effective communication between parents and school and that parents are kept informed of their child's special needs and provision
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims and objectives set out above. Annual success criteria will be reviewed and the Annual Report to Governors will detail the successful implementation of the policy and the effectiveness of the provision made. The head teacher and governors will set new success criteria. The Governing Body will ensure that it makes appropriate special educational provision for all pupils according to their need. The range of support made in the school each year in response to identified need is detailed in our class provision maps.

The named SEN coordinator for the school is **Kelly Gitsham**. One member of the Governing body, **Judith Pitt** takes a special interest in SEN, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LA **admissions criteria** which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard to the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has a Disability Equality and Accessibility Strategy appended to this policy.

The school does not have a special unit.

Identification and Assessment of Special Educational Needs.

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and or different provision is necessary. The aim of St Bernadette's formally identifying a pupil with SEND is to help ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

Assess
Plan
Do
Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Establishing a clear assessment of the pupil's needs forms the initial assessment. Teachers will draw on a range of strategies to establish a clear analysis of each child's needs:

- Teacher assessment and experience of your child.
- Pupil progress and attainment
- The individual child's development in comparison with their peers.
- The views and experience of parents
- The pupil's own views
- Advice from external support services

Plan

Teachers plan with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, outcomes, development and behaviour, along with a clear date for review. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

Implementing the interventions, the class teacher will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly as part of Quality First Teaching. Reviewing the effectiveness of the interventions and making any necessary revision forms part of the 'graduated cycle'. At the review, the class teacher, teaching assistant, SENCo, parents and child will analyse the impact and quality of the support and interventions in that cycle.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register. Provision/action that is additional to or different from that available to all will be recorded in an Individual Target plan. This will be written in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The Individual Target plan will set specific targets for the pupil and will detail:

- the short-term Individual Targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The Individual Target plans will be reviewed at least every three months and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will, along with the pupil's parents, consider requesting an Education, Health and Care needs assessment which may (but not always) lead to an EHCP.

For pupils who have Education Health and Care plans, as well as the review of their Individual Targets, their progress and the support outlined in their EHCP will be reviewed annually and a report

provided for the Local Authority. If a pupil makes sufficient progress an EHCP may be discontinued by the Local Authority.

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. The SENCo will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

The school's complaint procedures are set out in the Complaints Policy. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support will be given to NQTs and other new members of staff. The SENCo takes responsibility for prioritising the training needs of staff.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school subscribes to a Service Level Agreement which allows regular visits from the Educational Psychologist and Special Educational Support Services.
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties.
- The school may also refer to Occupational Therapists, physiotherapists or the school nurse.

